



Dear Applicant,

**Appointment of a Midday Supervisors – Various Hours Grade 1 at Ravenshead C of E Primary School.**

Thank you for your interest in the above post. The governors of Ravenshead C of E Primary School are seeking to appoint Midday Supervisors for our lunchtime provision. The successful candidate will work as part of the whole school team to build upon the school's strengths and areas for improvement.

**Enclosures**

Please find enclosed:

- job description of a Grade 2 Teaching Assistant
- job application
- person specification
- Ofsted report available on the Ofsted website <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131814>
- general information about the school
- Church School Inspection report

I hope you will find this pack helpful and informative and that it will encourage you to apply for the post.

How to apply for this post

Please complete the enclosed application form as fully as possible and consider the person specification when completing section 5 – additional information in support of your application.

- **Supporting children of all abilities including GDS and SEND**
- **Contribution to the school's vision and Christian ethos**
- **Understanding and experience of children with complex needs**
- **Children's mental health and well-being**

Please also note the following when completing your **application form**.

- Any gaps in paid employment should be accounted for in the section of the application form which asks you to detail periods of unremunerated activity
- One of your referees should be your current or most recent employer. If this employment does not involve working with children, your second referee should be your most recent employer **in relation to your work with children**
- If you are called for interview, you will need to produce confirmation (originals) of the qualifications which you have indicated you hold.

Completed applications should be sent to Mrs E Johnson Head Teacher at the school, to arrive no later than 12:00 noon Tuesday 22 September 2020 by post or email ([gemmabodill@ravenshead.notts.sch.uk](mailto:gemmabodill@ravenshead.notts.sch.uk)) Interviews will be held week commencing Monday 28 September 2020 and candidates called for interview will be contacted as soon as possible after shortlisting by phone and email. The successful candidate, if not already employed by Nottinghamshire County Council, will be required to satisfy the Authority of his/her fitness for appointment. This post will be subject to an enhanced DBS check. In order to keep costs down, applications will not be acknowledged unless a stamped addressed envelope/postcard is enclosed with the application form.

Thank you for your interest in this post.

Yours sincerely,

Emma Johnson  
Head Teacher



# Ravenshead CofE Primary School

Swinton Rise, Ravenshead, Nottingham NG15 9FS

**Inspection dates** 22–23 June 2016

## **Overall effectiveness Good**

Effectiveness of leadership and management Good

Quality of teaching, learning and assessment Good

Personal development, behaviour and welfare Good

Outcomes for pupils Good

Early years provision Good

Overall effectiveness at previous inspection Requires improvement

## **Summary of key findings for parents and pupils**

### **This is a good school**

■ The strategic headteacher, leaders and governors are ambitious for the school. They have developed a clear vision which has enabled them to address the issues from the last inspection with urgency and determination. This has led to improvement, so that pupils of all ages are now making good progress.

■ Governors are strongly focused on pupils' learning and progress. They hold the headteacher and senior leaders to account for the performance of the school.

■ Teachers now give clear guidance to pupils through the school's marking system, following recommendations from the last inspection. Pupils understand how well they are doing and how to progress further through heeding their 'Next Time Targets'.

■ Teaching is good. Teachers use a wide range of strategies, including effective questioning techniques, to support pupils' learning very successfully.

■ Pupils show positive attitudes to learning and a commitment to improving their work, enhanced by the school's successful use of the teaching and learning programme it has recently introduced.

■ Pupils say that they feel safe. They are caring and supportive towards each other and look after those with additional needs sensitively and naturally.

■ Pupils behave well overall. Classrooms are calm and orderly spaces, even for the youngest children. Pupils follow familiar routines attentively, so that lessons flow smoothly.

■ Children in the early years make good progress as a result of well-planned learning opportunities. They are very well prepared for Year 1.

### **It is not yet an outstanding school because**

■ The considerable expertise which exists within the school's staff is not being shared widely enough to

support further improvements to teaching and learning.

- Occasionally, pupils' attention strays in lessons and some are too reliant on adult support.

- The school improvement plan does not easily give the reader a clear overview of the school's key strengths and weaknesses.

- Not enough pupils make more than expected rates of progress in reading and mathematics by the end of key stage 2.

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## **Full report**

### **What does the school need to do to improve further?**

- Raise standards further by:

- increasing the proportion of pupils making more than expected progress in reading and mathematics at the end of key stage 2

- supporting the less able pupils to become more independent learners.

- Improve leadership and management even more by:

- giving middle leaders and subject coordinators more opportunities to share their expertise within the school

- making adaptations to the school improvement plan so that it covers a wider scope and gives the reader an easier, clearer view of the school's key aims, strengths and weaknesses.

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## **Inspection judgements**

### **Effectiveness of leadership and management is good**

- The strategic headteacher, senior leaders and governors have a strong ambition for the school. Together, they have developed a coherent vision which has enabled them to address the issues from the previous inspection with urgency and determination and this has led to clear improvement. Pupils of all ages are now making good progress and the quality of teaching is good.

- The school's values, 'Together, the best that we can be' are clearly woven through every part of school life.

- A comprehensive monitoring programme has been established so that senior leaders can check the quality of teaching and learning. The resulting actions have had a positive impact on outcomes for pupils.

- The school has also improved the way in which its subject coordinators carry out their checks. The effects of this can be seen in the very thorough and informative subject portfolios. As a result, coordinators now have an improved awareness of standards in their subjects across the school through analysing assessment information, scrutiny of teachers' planning and sampling of pupils' work.

- The school sets aspirational targets for pupils' achievement. It has established an assessment system which allows pupils' progress to be measured, both according to age-related expectations and, for those who are working well below age-related expectations, from their own starting points. As a result, pupils' progress rates are very easy to understand.

- Leaders have a clear rationale for the improvements they have put in place. They have made sure that developments are strongly evidence based, for example through the carefully considered adoption of the teaching and learning programme the school has recently introduced.

- Teachers speak positively about the training opportunities made available to them, both within the school and beyond. For example, as a result of training, teachers have an improved awareness of the needs of pupils who have special educational needs and/or disabilities and can now make sure that activities are closely matched to pupils' needs.

- The school's curriculum is broad and balanced and provides an interesting range of opportunities for pupils to learn. Special activities, theme weeks (such as the British Values Week), trips and visitors and a very wide range of extra-curricular activities enhance their learning and personal development. Pupils relish these opportunities and say they feel lucky to have so much to enjoy.

- The pupil premium (additional funding for disadvantaged pupils and children looked after by the local authority) is used mainly to provide support for learning and to make sure that the full range of opportunities and activities the school offers is available to all pupils. As a result, the learning gap between disadvantaged pupils and others is closing.

- The physical education (PE) and sports funding is used effectively, both within lessons, through specialist coaching, and through a range of extra-curricular sporting activities to encourage pupils' physical fitness.

■ Pupils' spiritual, moral, social and cultural development is well promoted. They are well prepared for life in modern Britain. For example, pupils speak eloquently about the importance of school rules and they understand what democracy means.

■ The current systems for monitoring, whilst improved, are limited in scope. The considerable expertise which clearly exists within the school is not currently being shared widely enough to bring about more rapid improvements in teaching and learning.

■ The school improvement plan is lengthy, contains a lot of fine detail and is disproportionately focused on performance data. As a result, it does not easily enable the reader to have a confident grasp of the school's key aims, or a clear overview of its strengths and weaknesses.

■ **The governance of the school:**

–is strong. It is clear that governors hold the strategic headteacher and senior leaders to account. They do not hesitate to ask challenging questions in their well-documented meetings. Governors are strongly focused on pupils' learning and progress

–has an accurate grasp of how the pupil premium funding is allocated and its impact on pupils' learning and progress, because of the detailed and regular reports provided by school leaders

–is very actively involved in the life of the school, both formally, by carrying out a systematic monitoring programme, and informally, by attending events and meeting with parents. Governors maintain a visible and supportive presence in the life of the school

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–makes sure that the school's finances are well managed. Governors have a good understanding of teachers' performance and salary progression. Governors also make sure that the performance management of the headteacher is carried out in a rigorous manner.

■ The arrangements for safeguarding are effective. Pupils say that they feel safe in school and the vast majority of parents agree. Through the use of scrupulous procedures, leaders ensure that all staff know how to report any concerns relating to child protection. All safeguarding training is up to date, including protecting pupils from radicalisation and extremism. Site security is rigorous and visitors are supervised.

**Quality of teaching, learning and assessment is good**

■ Teachers have strong subject knowledge across the curriculum and they apply this knowledge to plan and deliver purposeful and interesting lessons.

■ Teachers skilfully use a wide range of strategies, including effective questioning techniques, to support learning for pupils of all ages. An experienced and capable team of teaching assistants takes part in many useful activities, such as working with small groups of learners in lessons or following up individual concerns through the system of 'same-day interventions'.

■ Teachers check pupils' progress carefully and adapt their teaching as needed. Teachers have high expectations of pupils and this is evident in the quality of pupils' work on display around school and in their books. Teachers make sure that the most able pupils have opportunities to think hard and produce work that has challenged their capabilities.

■ Leaders have established an effective whole-school system for marking pupils' work, following recommendations from the last inspection. Teachers use this system effectively across the school, so that pupils understand how well they are doing and how to progress further through their 'Next Time Targets'. As a result of this development work, the work in pupils' books is well presented, gives clear evidence of progress and accurately reflects the age-related expectations for each year group.

■ Pupils apply their English skills well across the curriculum, to improve their work across a range of subjects; less so, however, in regard to the application of their skills in mathematics.

■ Younger children use their phonics knowledge of the sounds that letters represent to read accurately and fluently. Pupils enjoy books and are encouraged to read frequently, both at home and in school. Teachers promote reading skills regularly in lessons and subjects other than English.

■ There is a clear homework policy in place to support learning outside school.

■ Some pupils are over-reliant on adult support because they have limited strategies to help them find their own solutions when they struggle during lessons. There is evidence that the school is addressing this particular issue through its teaching and learning programme, but the impact is not yet apparent and, as a result, learning in lessons sometimes slows for the less able pupils.

■ For some of the younger pupils, in particular, the 'leaders of learning' partners are not fully equipped for their role and they sometimes fall into the trap of doing the work for the less able partner they are trying to help.

**Personal development, behaviour and welfare is good**

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take a clear pride in the school and in their work. Pupils are learning to take responsibility for their own belongings and equipment. They present their work well and the school is a tidy and attractive environment, including the very spacious and well-maintained outdoor areas. All of this effectively promotes pupils' health and well-being.
- The vast majority of pupils show positive attitudes to learning and a commitment to improving their work. These positive attitudes have been enhanced through the new teaching and learning programme, which has been adopted across the whole school and shared with parents. The impact of this programme on the quality of pupils' work is clear to see in their books as well as their attitudes in lessons.
- Teachers and other adults provide good role models for pupils to emulate, in terms of their positive use of language and their general conduct around school.

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- Pupils are safe and say that they feel safe. They are caring and supportive towards each other and look after those with additional needs sensitively and naturally.
- Samples of work on the theme of British values show that pupils are able to express their ideas in a thoughtful way through themes such as 'understanding differences', 'respect' and 'acceptance'.
- Pupils are confident in the support they receive from the school if any bullying occurs, saying 'it gets sorted out', although they also say that such occurrences are rare. Pupils are well informed about the different forms of bullying, including cyber-bullying.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils are very positive about the school and talk confidently about the rules and expectations which are in place to help them learn. They feel that these rules are well summed up by saying 'respect people and property'.
- Classrooms are calm and orderly spaces, even for the youngest children. Pupils follow familiar routines attentively, so that lessons flow smoothly. The atmosphere is also calm and orderly in the dining hall, and behaviour at playtimes and other unstructured times is harmonious and healthily energetic. There is good supervision in place.
- Staff monitor behaviour issues rigorously and keep thorough incident logs. They make sure that strategies to manage poor behaviour are tailored appropriately to the developmental needs of individuals. Staff also track the use of the coloured sanction cards, note any repeated detentions and consider alternatives for those pupils who do not respond to conventional approaches, in liaison with parents.
- Attendance is strong. The school has sound systems in place to deal with any persistent absences and these are reducing.
- Occasionally, pupils' attention strays. Although lessons are typically calm and orderly, sometimes pupils lose focus and 'switch off' from their work, lacking the resilience to solve a problem or seek help.

### **Outcomes for pupils are good**

- Outcomes at the end of the early years and key stage 1 are consistently strong and above national figures, according to both historic data and current assessment information held by the school.
- Outcomes for the Year 1 phonics screening check are also typically above national figures and improving over time.
- The achievement of pupils in key stage 2 is improving. The school's current assessments point to an improving picture in key stage 2, and this is confirmed by the standard of pupils' work in their books and their learning in lessons. From a range of starting points, progress is improving and therefore it is clear that the improvement in outcomes at the end of key stage 2 in 2015, following a decline in 2014, has been sustained for a further year.
- In particular, current Year 6 pupils have made rapid progress during the year, following a sharp drop in standards at the end of Year 5 as a result of staff upheaval. The school responded quickly by putting effective remedial measures in place at the beginning of Year 6, leading to accelerated progress.
- Pupils' attainment in reading, writing and mathematics improved in 2015 so that it was above national figures. Outcomes for the most able pupils also improved in 2015, especially in writing and mathematics. Evidence from learning in lessons and from the work in pupils' books confirms that these improvements are being sustained, showing that teachers have high expectations for the most able pupils.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make variable progress from their particular starting points. Although numbers are small and the majority generally do make expected progress, others do not. Not enough of these pupils make more than expected progress in reading, writing and mathematics.
- A lower than average proportion of pupils makes more than expected progress in reading and mathematics through key stage 2. In particular, pupils in upper key stage 2 lack opportunities to deepen

their knowledge of mathematics in order to improve their conceptual understanding of some of the higher level topics, such as fractions, ratio and proportion.

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### **Early years provision is good**

- The leadership of the early years is strong. Leaders' self-evaluation is accurate and staff have a very precise knowledge of the children. Leaders analyse outcomes closely and plan and initiate sensible actions in the light of any findings, because they aspire to sustain the standards that are, typically, at least good and raise them further. They produce action plans which are clear, measurable and strongly linked to children's learning.
- Children join the Nursery and Reception classes with skills and knowledge which are generally typical for their age. They make good progress as a result of well-planned learning opportunities. Staff have audited their own skills as a team and have put in place a system of 'area champions' to enhance provision in all areas of learning. There is an appropriate balance of carefully planned activities, with highly effective routines in place to promote children's independence.
- Children are highly motivated and eager to join in; they self-regulate and respect the needs of others. They show pride in their work and confidence in sharing this with adults and with each other.
- Children's behaviour in the Nursery and Reception classes is outstanding.
- Early years staff liaise effectively with pre-school providers and also with parents. Parents say that they enjoy attending events such as 'dinosaur day' and sports days. Parents also say that they feel very well informed about their children's learning in a variety of ways, including the use of reading diaries, email and face-to-face chats.
- Children are very well prepared for Year 1.
- Children are well cared for, and safeguarding in the early years is effective.
- The proportion of disadvantaged children in the early years is too small to report separately on their comparative achievement. There were no children in this group in 2014 and 2015.
- Literacy is an area of relative weakness for boys, linked to poor motivation and engagement with literacy-related activities. However, gaps between boys' and girls' achievements in these areas are beginning to close and leaders have rightly identified this as an area for improvement in their action plan.

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### **School details**

**Unique reference number** 131814

**Local authority** Nottinghamshire

**Inspection number** 10011751

This inspection was carried out under section 5 of the Education Act 2005.

**Type of school** Primary

**School category** Voluntary controlled

**Age range of pupils** 3–11

**Gender of pupils** Mixed

**Number of pupils on the school roll** 416

**Appropriate authority** The governing body

**Chair** Chris Rattenberry

**Headteacher** Helen Thomas

**Telephone number** 01623 456516

**Website** [www.ravensheadcofe.co.uk](http://www.ravensheadcofe.co.uk)

**Email address** [office@ravenshead.notts.sch.uk](mailto:office@ravenshead.notts.sch.uk)

**Date of previous inspection** 1–2 July 2014

### **Information about this school**

- This school is much larger than the average-sized primary school.
- Most pupils are of White British background. There are very few pupils from minority ethnic backgrounds or who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is well below average.
- The proportion of pupils eligible for the pupil premium (additional funding to support pupils known to be eligible for free school meals or children looked after by the local authority) is well below average.
- The school meets the government's floor standards, which are the minimum expectations for pupils' achievement at the end of key stage 2.
- The school meets requirements on the publication of specified information on its website.
- The school works in partnership with the Joseph Whitaker Sports College and the Candleby Lane Teaching Alliance.
- The school's leadership team has been reorganised to include a strategic headteacher, a head of teaching

and learning and a head of pupils and personnel.

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## ■ Information about this inspection

- The inspectors visited 24 lessons or part-lessons, some of which were observed jointly with the headteacher and other members of the school's leadership team.
- The inspectors held meetings with pupils, members of the senior leadership team, the headteacher, subject leaders, the early years leader, the special educational needs coordinator, the chair of the governing body and other governors, and the school's local authority adviser.
- The inspectors took into account the 89 responses to the online Parent View questionnaire, and spoke with parents at the start of the school day.
- The inspectors took into account the 13 responses to the staff questionnaire.
- The inspectors observed the work of the school, including an act of collective worship.
- The inspectors reviewed a range of documentation, including the school's self-evaluation summary, the school improvement plan, assessment information, leaders' reports on the quality of teaching and learning, a wide range of pupils' work, minutes of governing body meetings, and records relating to behaviour, attendance and safeguarding.
- The inspectors talked to pupils about their reading and listened to them read.

## Inspection team

Christine Watkins, lead inspector Ofsted Inspector

Karen Lewis Ofsted Inspector

Anne White Ofsted Inspector

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**Ravenshead Church of England Voluntary Controlled Primary**

Swinton Rise, Ravenshead, Nottinghamshire, NG15 9FS

**Current SIAMS inspection grade**

**Outstanding**

**Diocese**

**Southwell and Nottingham**

Previous SIAMS inspection grade

Outstanding

Local authority

Nottinghamshire

Date of inspection

Thursday 23 March 2017

Date of last inspection

21 March 2012

Type of school and unique reference number

Voluntary Controlled 131814

Headteacher

Helen Thomas

Inspector's name and number

David Shannon 617

**School context**

This school is a large primary, housed in two adjacent buildings. Most pupils are of White British heritage. The percentage with a special learning need, or a disability, is below average. The strategic head is well established, having been appointed ten years ago. The local vicar is a well-known figure in and around the school. St. Peter's Church, Ravenshead, is in easy walking distance from the school. The most recent Ofsted inspection, in June 2016, assured the school that it was a good school, with pupils who are caring and supportive towards each other.

**The distinctiveness and effectiveness of Ravenshead as a Church of England school are outstanding.**

- The Christian ethos of the school is seen in all learning activities, in worship and relationships, so that every child feels of immense value and constantly loved.
- Collective worship is well organised, and pupils participate with great enthusiasm, contributing to the organisation and planning, so that they feel shared ownership.
- There are good links between the school and the church, which actively enriches the spiritual development of each child, as made in the image of God.
- The leadership of the school is exceptional at all levels, successfully sharing a Christian vision for the school's development which empowers the whole community.

**Areas to improve**

- Further the links between parents and the school's collective worship activities, so that all parents can support their children's learning
- Develop the role of foundation governors, so that all governors can evaluate and inform the planning of collective worship, thereby emphasising Christian distinctiveness

**The school, through its distinctive Christian character, is outstanding  
at meeting the needs of all learners**

The Christian values, dignity, community, hope and wisdom are underpinned by 'God is good' and displayed by all



pupils. The values promote positive attitudes to learning and socialising, so that this is a happy and distinctive school. Teachers use a wide range of strategies to support pupils' learning, so that they make good progress and standards are high. Pupils aspire to the motto, 'together, the best we can be'. The values of the school are displayed prominently in the entrance hall, classroom displays and on the school website, so that they underpin all school activities. The new behaviour system is working well, promoting positive attitudes backed up by different levels of award, which encourage each pupil to display qualities based on the teaching of Jesus Christ. Children say they feel safe. As a result, relationships between pupils and adults are a strength of the school, with exclusion extremely rare and bullying of all types unknown, since all treat each other as of infinite worth. New pupils say they quickly settle, finding others friendly, outgoing, and welcoming, striving to see the good in others. All pupils are supportive to one another. They look after those with additional needs sensitively and naturally, as the outworking of the 'community' value they all espouse. Consequently, attendance is consistently high. Pupils see school as a loving place where they can realise their potential. Pupils can explain their school values in the light of the teaching of the Bible and can readily give examples of how these values have improved their attitudes and behaviour. One example is how their 'community' value has made them look out for the old and lonely in their area. Although mainly of White British heritage, they welcome the opportunities the curriculum offers to learn of people from a range of cultures, backgrounds and beliefs, readily accepting that God is part of many global cultures as well as their own. The existing religious education (RE) curriculum is wide-ranging, embracing all major world religions. However, as expected in a church school, it majors on 'Understanding Christianity', so that knowledge and understanding are imparted on Christian beliefs. The RE learning has a clear impact on pupils' spiritual, moral, social and cultural (SMSC) development, so that RE is a pillar of the whole curriculum. Pupils know about major religious festivals, and are able to make comparisons between Christian festivals and those of Islam, Judaism and Jainism. Pupils could compare and contrast Christmas and Diwali. They readily accept minority religious views. RE is taught in an engaging and dynamic way, with time in class for evaluation and reflection. Pupils in both key stages had a good grasp of the Easter story, and the Christian symbols of eggs and empty tombs, and had made an Easter trail around the school, so that their peers could appreciate the corporate approach of the whole school to the importance of the festival. Ravenshead is an outstanding school because it has a clear set of core Christian values and nurtures these through every activity and with every child.

### **The impact of collective worship on the school community is outstanding**

Collective worship is at the centre of this school's everyday life, and is embraced by all pupils with both enthusiasm and thoughtful reflection. Pupils are prominent in its leading, evaluation and future planning, so that they sense it is 'their collective worship'. The programme is well organised and a log kept of who led worship. Some governors are involved in feeding back to staff, in order to influence future planning. The programme uses a variety of worship leaders, including the vicar, all staff and members of the local community. The school leaders keep the programme lively and stimulating. The programme is distinctively Christian, but draws on each classes studies of world religions, so that pupils are being prepared for a multi-cultural life after school. Pupils lead and engage with listening, singing and praying with gusto, and can explain how worship themes have furthered their own Christian pilgrimage. For example they understand why the church is undecorated during Lent, but a blaze of colour after Easter Sunday. They recognise the importance of prayer, both corporate and personal, and will explain how God answers prayer in different ways. Pupils enjoy writing prayers for the reflective areas in each class space, or for a central prayer tree made by a parent. There is a regular competition to write a school prayer, which is then adopted for the whole community to use. Pupils adore singing Christian songs, can list their favourite choices, and perform the song about the school values verbatim. They all know the basics of Anglican liturgy, including greetings, responses and a lively version of the Lord's Prayer. Bible stories are enhanced by the use of audio visual illustrations, bringing to life the characters in the Easter story, and increasing their understanding of St. Peter, the parish church's patron saint. Worship augments the RE syllabus, helping pupils to understand the concept of creation, the Trinity, Christ's mission and the significance of his teaching for today. Themes in worship lead to service to others, and the school gives generously to local, national and international charities with cake bakes and non-uniform days. A group of pupils had assisted in a local school for pupils with considerable disabilities, and had learned how challenge and perseverance are qualities need by us all. Performing arts link well with worship, and the school choir is enthusiastic and outgoing, carrying the school's values into the community and to other schools in the Big Sing, organised by the diocese. Pupils feel a great affinity with St. Peter's church, and look forward to school services there. School services in church mark festivals and major school celebrations, so that they regard it as their church, even if they live beyond the immediate community. Currently there are insufficient opportunities for family and friends to join

collective worship and contribute to its development, partly because of limitations of space in the halls. Parents enjoy school services whether they are church-goers or not, enthused by the way worship brings the community together. The church for its part offers 'messy church' and social events for the whole family, effectively drawing families from the school into church. Worship plays a vital part in the 'Growth mind set' approach to learning, and is ensuring that Ravenshead pupils are well prepared for life-long learning.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The strategic headteacher successfully fosters the school's values, promoting a clear vision of where this school stands and the road it will travel. She leads a team who ensure these values are used in every activity. All school life is rooted in a code for living based on Bible stories and the life of Jesus. The school's name is always linked, in talking and writing, with its distinctive Christian ethos. All staff consistently and conscientiously refer to the school's Christian values in everyday conversations with pupils and parents. Teachers are being well-trained in leading church schools, so that their skills are being honed to enable them to fulfil their roles as channels of God's love for the pupils. RE is well led and stimulating, with a good bank of resources to ensure its effective delivery. The statutory requirements for RE and collective worship are fully met, giving the whole curriculum a sense of connected thinking and planning. A new assessment approach has worked well, imparting to parents a sense of what their children know and understand and can do in the subject. Pupils apply their learning to daily life, through performing acts of kindness and service. School leaders are active in learning from diocesan courses and planning meetings, and all staff receive training from diocesan and other providers in school. The action points from the last inspection have been fully met, with pupils at school services participating fully, for example playing roles of key figures in the Easter story. The governors are extremely supportive of the values of the school and are planning for the departure of the present vicar, and the induction of his replacement. A flexible approach to evaluating worship and RE will be required, since other governors are insufficiently involved in monitoring. The vicar is a well-recognised and popular figure around the school, acting as a link both for RE and worship. He supports the headteacher and staff in the delivering of an outstanding education for all pupils. All governors are active in developing the school, and have closely defined roles in areas such as finance and curriculum. They are an effective link with parents and the community. The school is actively engaged with the community, through fairs and school concerts and performances, using the parish church on occasions. A parental questionnaire, shared with families in 2016, enabled the school to share its values and to receive universal endorsement for them. A typical response was, 'the school stands for all that we believe is important'. Both parents and governors run clubs and activities for the school, sharing the school's values of wisdom, community and service to others. This is a school which goes far beyond many in its dedication to meeting the educational and social needs of the whole child.